

## Sports and Entertainment Marketing

**Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.**

**Recommended Pre-requisite:** One Marketing credit in a core course\*

**Recommended Credits:** 1/2-3\*

**Recommended Grade Levels:** 11th, 12<sup>th</sup>

**Course Code:** 5023

**Note 1:** Core courses: Marketing and Management I – Principles, Retail Operations

**Note 2:** \*Standards to be completed for ½ credit are identified with one asterisk.

**\*\*Additional standards to be completed for 1 credit are identified with two asterisks.**

**\*\*\*A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 credits. This standard is identified by three asterisks.**

## **Sports and Entertainment Marketing**

### **\*Standard 1.0**

**The student will identify the significance and components of sports and entertainment as a viable industry.**

### **\*Standard 2.0**

**The student will distinguish the value of product research and development in sports and entertainment.**

### **\*Standard 3.0**

**The student will evaluate the considerations involved in facility planning and design.**

### **\*Standard 4.0**

**The student will analyze the importance of all aspects of product planning in sports and entertainment.**

### **\*Standard 5.0**

**The student will examine the role of advertising as a promotional tool in sports and entertainment.**

### **\*\*Standard 6.0**

**The student will analyze public relations in the promotional field.**

### **\*\*Standard 7.0**

**The student will explore event planning and other forms of sales promotion.**

### **\*\*Standard 8.0**

**The student will explore sports and entertainment sponsorships.**

### **\*\*Standard 9.0**

**The student will evaluate ticket marketing strategies.**

### **\*Standard 10.0**

**The student will demonstrate organizational and leadership skills.**

## **Sports and Entertainment Marketing**

### **\*Standard 11.0**

**The student will demonstrate the importance of academic integration in the area of sports and entertainment marketing.**

### **\*Standard 12.0**

**The student will review and analyze safety guidelines and regulations as related to Sports and Entertainment Marketing.**

### **\*\*\*Standard 13.0**

**The student will demonstrate Sports and Entertainment Marketing Principles in a work-based learning experience.**

## **Sports and Entertainment Marketing**

**Course Description:** Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

### **Standard 1.0**

**The student will identify the significance and components of sports and entertainment as a viable industry.**

### **Learning Expectations**

#### **The student will:**

- 1.1 Evaluate the sports and entertainment industry as a valuable segment of the economy.
- 1.2 Analyze the components of the sports and entertainment industry.
- 1.3 Recognize the importance of marketing to the sports and entertainment industry.
- 1.4 Analyze growth and trends of sports and entertainment as an industry in local, state, national and international areas.
- 1.5 Determine the career opportunities available in the sports and entertainment industry.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 1.1 Categorizes businesses in the sports and entertainment industry.
- 1.2 Differentiates between the various marketing fields.
- 1.3 Investigates the history of sports and entertainment as a factor in economic growth and marketing.
- 1.4 Inspects the business, employment and career options in sports and entertainment (including education).
- 1.5 Develop a job description for a position in the sports and entertainment industry.

### **Sample Performance Tasks**

- Create a chart of organizations in the sports and entertainment industry.
- Discuss the history of an organization in the sports and entertainment industry for a specific field (i.e., Titans).
- Prepare a report on a career in sports and entertainment including education.

## **Sports and Entertainment Marketing**

### **Integration/linkages**

SCANS, History, Economics, Psychology, Sociology, Language Arts

## **Sports and Entertainment Marketing**

### **Standard 2.0**

**The student will distinguish the value of product research and development in sports and entertainment.**

### **Learning Expectations**

#### **The student will:**

- 2.1 Discuss the issues related to selection of product and brand naming in sports and entertainment.
- 2.2 Assess demographic and geographic considerations related to sports and entertainment.
- 2.3 Evaluate the importance of in market segmentation.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 2.1 Evaluates the need(s) for a sports and entertainment product or service based on economic trends (local, state, etc.).
- 2.2 Analyzes demographic and geographic information within a population.
- 2.3 Compares target markets in various sports and entertainment fields.

### **Sample Performance Tasks**

- Create a brand name for a product in sports and entertainment (i.e., team name).
- Develop and implement a research tool to determine recreational preferences.

### **Integration/linkages**

SCANS, History, Economics, Psychology, Sociology, Language Arts

## **Sports and Entertainment Marketing**

### **Standard 3.0**

**The student will evaluate considerations involved in facility planning and design.**

### **Learning Expectations**

#### **The student will:**

- 3.1 Determine requirements for choosing a location and/or building and operating a facility.
- 3.2 Examine operating procedures for a facility.
- 3.3 Evaluate financing opportunities for a sports or an entertainment facility.
- 3.4 Evaluate support activities in operating a sports or entertainment facility (concessions, security etc.).
- 3.5 Explore the need for collaboration with local agencies in regard to facility planning.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 3.1 Investigates legal issues in designing a facility.
- 3.2 Explores the advantages and disadvantages of the types of financing available for a facility (bonds, private investment, etc.).
- 3.3 Examines the benefits of creating an operational plan for a sports and entertainment facility.
- 3.4 Research a contract with an outside vendor for a sports and entertainment event.
- 3.5 Develop a list of local agencies that would be needed for a sports and entertainment event in your area.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

### **Sample Performance Tasks**

- Design a sports and entertainment facility.
- Create an organizational chart for a sports and entertainment facility.

## **Sports and Entertainment Marketing**

### **Standard 4.0**

**The student will analyze the importance of all aspects of product planning in sports and entertainment.**

### **Learning Expectations**

#### **The student will:**

- 4.1 Evaluate the forms of product licensing and the product licensing process.
- 4.2 Compare the merchandising strategies utilized in sports and entertainment.
- 4.3 Examine product lines for sports and entertainment organizations (including manufacturing costs).

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 4.1 Determines the licensing utilized based on the sports and entertainment product offered.
- 4.2 Differentiates between external and internal merchandising strategies.
- 4.3 Evaluates product lines offered in relation to the sports and entertainment organization/field.

### **Sample Performance Tasks**

- Design a uniform for a sports team.
- Research manufacturing costs for external merchandise (i.e., local theater, restaurant, concert).

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science



## **Sports and Entertainment Marketing**

### **Standard 5.0**

**The student will examine the role of advertising as a promotional tool in sports and entertainment.**

### **Learning Expectations**

#### **The student will:**

- 5.1 Evaluate the advertising media forms (print, broadcast, and specialty) suitable in the sports and entertainment industry.
- 5.2 Assess the value of advertising in the sports and entertainment industry.
- 5.3 Determine the role of advertising technology in sports and entertainment.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 5.1 Determines appropriate media based on the sports and entertainment organization.
- 5.2 Compares and contrasts advertising to other forms of promotion.
- 5.3 Examines the role of the Internet, revolving billboards, etc., in sports and entertainment.

### **Sample Performance Tasks**

- Create a print ad for a sports and entertainment product/service.
- Compare the web sites of two professional sports teams and list similarities and differences.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

## **Sports and Entertainment Marketing**

### **Standard 6.0**

**The student will analyze public relations in the promotional field.**

### **Learning Expectations**

#### **The student will:**

- 6.1 Compares media sources for public relations and advertising.
- 6.2 Compares/evaluates advance publicity in sports and entertainment.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 6.1 Compares and contrasts media sources for public relations and advertising.
- 6.2 Compares/evaluates advance publicity in sports and entertainment.

### **Sample Performance Tasks**

- Create a media kit for an entertainer or sports team.
- Summarize articles from newspapers, magazines where public relations is used.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

## **Sports and Entertainment Marketing**

### **Standard 7.0**

**The student will explore event planning and other forms of sales promotion.**

### **Learning Expectations**

#### **The student will:**

- 7.1 Evaluate the stages (planning to execution) required to manage an event.
- 7.2 Examine event possibilities in various sports and entertainment industries.
- 7.3 Compare traditional and nontraditional methods of sales promotion utilized in sports and entertainment.
- 7.4 Determine needed safety and security policies/procedures to protect employees and customers.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 7.1 Determines the time, money, and personnel needed for execution of an event.
- 7.2 Compares events geared toward specific target markets.
- 7.3 Assesses the value of sales promotion tools in sports and entertainment.
- 7.4 Identify potential safety/security issues and establish preventative policies/procedures.

### **Sample Performance Tasks**

- Create a calendar of events for a sports and entertainment entity.
- Plan and execute a sports and/or an entertainment event for DECA, including roles and responsibilities of organizational members.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

## **Sports and Entertainment Marketing**

### **Standard 8.0**

**The student will explore sports and entertainment sponsorships.**

### **Learning Expectations**

#### **The student will:**

- 8.1 Evaluate the impact of sponsorship in sports and entertainment.
- 8.2 Determine the various types of sponsorship in sports and entertainment.
- 8.3 Analyze potential sponsorship opportunities.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 8.1 Assesses the importance of sponsorship in concessions, event planning, advertising, facility design, etc.
- 8.2 Compares local, regional, national, and international sponsorships.
- 8.3 Explains reasons for considering/avoiding sponsorship agreements.

### **Sample Performance Tasks**

- Prepare a report on sponsors for a local theatre (look in program).
- Attend a minor league game/concert and identify sponsors.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

## **Sports and Entertainment Marketing**

### **Standard 9.0**

**The student will evaluate ticket marketing strategies.**

### **Learning Expectations**

#### **The student will:**

- 9.1 Examine ticket sales policies/strategies in sports and entertainment.
- 9.2 Analyze pricing strategies based on the sports and entertainment industry and target market.
- 9.3 Identify the components of a ticket design.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 9.1 Determines ticket sales policies/strategies in various sports and entertainment organizations (refunds, rain dates, payment procedures, advance sales, etc.), evaluating the benefits of group, corporate, season, pre-season ticket sales, etc.
- 9.2 Compares ticket pricing within a sports and entertainment industry for separate target markets (ex., professional team that targets teens versus a team that targets adults).
- 9.3 Determines the elements included on a ticket based on the sports and entertainment event (lettering, colors, graphics, seat information, price).

### **Sample Performance Tasks**

- Create a ticket for a local sports team.
- Develop a selling plan for a musician.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science

## **Sports and Entertainment Marketing**

### **Standard 10.0**

**The student will demonstrate organizational and leadership skills.**

#### **Learning Expectations**

##### **The student will:**

- 10.1 Demonstrate a knowledge of DECA.
- 10.2 Utilize critical thinking in decision-making situations.
- 10.3 Identify and develop or apply personal characteristics needed in leadership situations.

#### **Performance Indicators: Evidence Standard Is Met**

##### **The student:**

- 10.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 10.2 Solves problems utilizing role-play, team decision-making, and DECA projects.
- 10.3 Accepts task/project responsibilities in the class or DECA activities.

#### **Sample Performance Tasks**

- Join and participate in DECA.
- Make a passing score on an oral or a written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA officer.
- Participate in group projects.
- Organize a DECA project.

#### **Integration/linkages**

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

## **Sports and Entertainment Marketing**

### **Standard 11.0**

**The student will demonstrate the importance of academic integration in the area of sports and entertainment marketing.**

### **Learning Expectations**

**The student will:**

#### **Language and Fine Arts**

- 11.1 Utilize proper grammar and writing skills.
- 11.2 Utilize effective communication skills.
- 11.3 Assess the value of art and design in sports and entertainment marketing.

#### **Mathematics**

- 11.4 Demonstrate an understanding of the properties of real numbers.
- 11.5 Apply algebraic procedures to solve equations and interpret results.
- 11.6 Interpret real data.
- 11.7 Demonstrate competencies in derived and indirect measurements.

#### **Science**

- 11.8 Examine environmental issues in sports and entertainment marketing.
- 11.9 Evaluate social responsibility in sports and entertainment marketing.
- 11.10 Describe the scientific elements relevant in facility design.

#### **Social Studies**

- 11.11 Assess the impact of economic historical events.
- 11.12 Explore psychological and sociological patterns of individuals.
- 11.13 Analyze characteristics of a population.
- 11.14 Examine legal and ethical issues affecting the sports and entertainment industries.

### **Performance Indicators: Evidence Standard Is Met**

**The student:**

#### **Language and Fine Arts**

- 11.1 Generates original ideas based on prior knowledge and research related to sports and entertainment.
- 11.2 Plans appropriate methods of internal and external communication.
- 11.3 Assesses the value of art and design principles as applied in sports and entertainment.

## **Sports and Entertainment Marketing**

### **Mathematics**

- 11.4 Utilizes order of operation to simplify and evaluate procedures.
- 11.5 Utilizes formulas in interpreting financial data.
- 11.6 Collects and organizes data to construct graphs, tables, and spread sheets.
- 11.7 Formulates pricing strategies including unit cost, markings, ROI, etc.

### **Science**

- 11.8 Assesses the importance of environmental considerations in decision making.
- 11.9 Measures the impact of societal factors on sports and entertainment organizations.
- 11.10 Analyzes physical consideration in facility design.

### **Social Studies**

- 11.11 Interprets the significance of economic and historical events.
- 11.12 Relates the consumer decision-making process in sports and entertainment product and services offerings.
- 11.13 Compares demographic, psychographic, and geographic factors.
- 11.14 Measures or assesses the impact of legal and ethical issues.

### **Sample Performance Tasks**

- Create a brand name, brand mark and slogan for a local sports team or entertainment complex.
- Determine the unit cost for an external or an internal merchandise item. (i.e., team hat, fan, or player)
- Design a sports or an entertainment facility.
- Develop and implement a research tool (survey) to determine recreational preferences.

### **Integration/linkages**

Drafting, Art and Design Technology, Computer Technology, Economics, Interior Design, Accounting, Business Law, Mathematics, Language Arts, Social Studies, Science



## **Sports and Entertainment Marketing**

### **Standard 12.0**

**The student will review and analyze safety guidelines and regulations as related to Sports and Entertainment Marketing.**

### **Learning Expectations**

#### **The student will:**

- 12.1 Complete a general safety test with 100% accuracy as related to Sports and Entertainment Marketing.

### **Performance Indicators: Evidence Standard Is Met**

#### **The student:**

- 12.1 Prepare a chart documenting most workplace safety issues.

## **Sports and Entertainment Marketing**

### **Standard 13.0**

**The student will demonstrate Sports and Entertainment Marketing Principles in a work-based learning experience.**

#### **Learning Expectations**

##### **The student will:**

- 13.1 Apply principles of sports and entertainment to a work-based situation.
- 13.2 Integrate time management principles in organizing the student's schedule, including school, work, social, and other activities.
- 13.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 13.4 Employ the principles of safety to the work-based experience.

#### **Performance Indicators: Evidence Standard Is Met**

##### **The student:**

- 13.1 Scores average or above on the employer performance evaluation.
- 13.2 Designs a plan including the student's schedule of activities.
- 13.3 Records and assesses workplace events based on the ethical implications.
- 13.4a. Makes a passing score on a class-based or work-based safety evaluation.
- 13.4b. Applies safety rules and regulations to the work site.

#### **Sample Performance Tasks**

- Compose and maintain a journal that includes general work site experiences, time management planning and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

#### **Integration/linkages**

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

#### **Suggested Resources**

National Retail Merchants Association, Area Chamber Partnerships  
Career and Technical Advisory Committees  
*Entrepreneurship and Small Business Management*; Glencoe  
*Marketing Essentials*; Glencoe  
*Sports Marketing*; Human Kinetics Publishers  
*Careers for Sports Nuts and Other Athletic Types*; NTC Publishing Group  
*Sports Careers Newsletter*; Stratford American Sports Corporation  
*Marketing Foundations and Functions*; Southwestern  
*Marketing Practices and Principles*; Glencoe

## **Sports and Entertainment Marketing**

National DECA, MBA Research, DECA Guide